School Safety Plan

2026-2027

Updated August 21, 2027

Added SB-98 Immigration Enforcement Notification Procedures on February 26.2026

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Introduction

Student, staff, and family safety are the highest priority of Francophone leadership and the Board of Directors. As such, this School Safety Plan (SSP) will document policies and procedures that prioritizes the safety of all of its stakeholders.

The Francophone School Safety Plan is required by Education Code 47605, subdivision (c)(5)(F)(iii), to be reviewed and updated by March 1 annually. The contents of the SSP should include at a minimum, the safety topics listed in subparagraphs (A) through (O), inclusive, of paragraph (2) of subdivision (a) of Section 32282 of the Education Code. In addition, Francophone leadership has compiled functional and operational documents and procedures to ensure safety at its campuses, making this a "one-stop shop" for safety protocols and documents.

The School Safety Plan was developed by a Safety Committee that includes leadership, parent, and staff representatives with support from S3DX Consulting. This version of the safety plan was developed in the Fall of 2020 and updated in February 2021, spring/summer of 2022, August 2024, July 2025, February 2026, June 2026, and August 2027

For more information on school safety programs, policies, or procedures and how you can become involved, please contact:

Claudia Lee, Executive Director
claudia@francophoneschool.org
(510) 746-0700
2365 Coolidge Ave. Oakland, CA 94601

General School Information

School Profile

The Francophone Charter School of Oakland ("Francophone Charter School" or "the School") is a public charter school. Approved by the Oakland Unified School District on August 13, 2014, the school opened in the fall of 2015, serving students in transitional kindergarten through third grades with a unique French language immersion program. Since that time, thanks to the dedicated parents and visionary educators who laid the foundation in our charter, the school has grown by one grade each year.

Our immersion model is informally known as "90/10" in kindergarten, and "50/50" in sixth grade. Kindergarteners are immersed in French almost exclusively; 90% of instructional time is taught in French. At each grade level, the amount of English instruction increases, ensuring that students are prepared for California state standardized testing (conducted in English) and for rigorous secondary experiences in languages and schools of their choice.

The school is open to all residents of California.

School Mission

The mission of the Francophone Charter School is to provide a dual-immersion curriculum to a diverse community of students. Our goal is to develop bilingual and bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity, and creativity.

The School will achieve its mission by:

- Providing an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges.
- Preparing students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology.
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level.
- Recruiting and maintaining a diverse student body and staff.
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions.
- Encouraging students and staff to work in teams, learn from each other, and share in the decision-making process.
- Fostering values of accountability and responsibility.

To learn more about Francophone Charter School, visit www.francophoneschool.org

School Safety Committee

The Francophone School Safety Committee oversees the School Safety Plan. (SSP). A combination of administration, certificated and classified staff, and families, the School.

Attendance rates/SARB data

School Year	Attendance Rate
2015-2016	95.86%
2016-2017	94.89%
2017-2018 2018-2019	95.98% 95.53%
2019-2020	94.61%
2020-2021 2021-2022	97.03% 91.6%
2023-2024	92.96%
2024-2025	94.21%
2025-2026	94.98%

Suspension/Expulsion data

School Year	Suspension rate	Expulsion rate
2015–2016	0	0
2016-2017	0	0
2017-2018	0	0
2018-2019	0	0
2019-2020	0	0
2020-2021	0	0
2021-2022	0	0
2023-2024	0	0
2024-2025	0	0
2024-2025	0	0

Child Abuse Reporting (Ed. Code § 32282(a)(2)(A))

Commitment

Francophone Charter School is committed to maintaining safe and secure campuses for students. A critical part of that safety is following its legal requirements in reporting suspected abuse and neglect to the proper authorities and training mandated reporters (staff, nonstudent board members, and adult volunteers and contractors whose duties place them in unsupervised contact with students) in their responsibilities as mandated reporters.

Legal Obligation

The Child Abuse and Neglect Reporting Act (CANRA) which includes California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, including human trafficking, to report the known or suspected instance of child abuse to a Site Director, and child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

The Executive Director is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without the Francophone Charter School's assistance, he or she is required to notify the Francophone Charter School (Site Director) of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with the Francophone Charter School.

Training for All Staff

Francophone will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services or Charter Safe Training Videos, to all mandated reporters. Mandated reporter training will also be provided to mandated reporters whose service begins during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing

the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. All nonstudent board members and adult volunteers or contractors whose duties place them in unsupervised contact with students will receive training prior to their service start date.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable Live Scan background check requirements for employees, contractors, and volunteers.

Employee Interactions with Students

The employee handbook details all standards of conduct for staff-student interactions. Please see the Handbook for more details.

Acknowledgement of Staff

By signing the acknowledgement of receipt of the **Employee Handbook**, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Disaster Procedures (Ed. Code § 32282(a)(2)(B))

Introduction

These procedures lay out the basic steps of action to take in the case of the following emergencies:

- Fire
- Earthquake
- Active Shooter / Lockdown
- Shelter in Place
- Other potential scenarios

In addition, this section includes Francophone's Standard Emergency Management System (SEMS) plan, roles, and responsibilities

Annually and on an on-going basis, the Executive Director, in collaboration with the Principal, will:

- Assign staff to the Safety Team, and ensure that the list is updated regularly.
- Ensure evacuation maps specific to the school site in each and every classroom and office room by the door, as well as by each fire extinguisher and fire exits, are exhibited.
- Ensure all staff - including after school staff and night staff - are informed of these procedures and have access to all emergency supplies.
- Ensure adequate training in these procedures for all staff.
- Schedule, conduct, and learn from semi-annual practice drills for evacuation, earthquake, active shooter, lockdown, and shelter in place
- Inform parents of emergency/disaster procedures, as well as reunification procedures.

Use of Incident Command System

In alignment with CDE Recommendations, Francophone will use an Incident Command System (ICS) to manage all emergencies within the school. Planning and preparation for each kind of emergency will help staff learn proper courses of action in an emergency, but this plan cannot foresee all possible circumstances in an emergency. Therefore, all staff must be prepared to evaluate all circumstances and make sound judgements based on the situation.

Use of Facilities in an Emergency

Education Code section 32282(a)(2)(B)(ii) states that school officials may be required to grant use of facilities, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or emergencies that affect public health. School officials will consider any such request and will comply as required by applicable law.

Safety Team

This team is responsible for managing emergencies.

Name	**Role**
Upper School	
Christophe Viret / Minda Glynn / Nicholas Brousard	Administrator /Incident Commanders
Kenisha Patterson	Office Assistant
Lower School	
Christophe Viret / Minda Glynn/Claudia Lee	Administrator /Incident Commander
Reinel Campa	Office Assistant

Emergency Procedures

Fire

FIRE	
The fire protocol is used when there is an active or suspected fire or the alarm is set off. The fire protocol will be used even if it is known to be a false alarm.	
Step 1 Fire Alarm	● If there is a fire and the alarm has not been set off, any member witnessing the fire may initiate the fire alarm.
Step 2 Announcement Or Alarm Sounding	● A Safety Team Member will announce via PA system or phone speaker and #emergency WhatsApp "Attention please, leave the building. Evacuate the building. Leave the building. Evacuate the building and listen for further instructions."
Step 3 Open WhatsApp app & Get Backpacks	● Tune into #emergency WhatsApp channel ● Classroom teachers to take Emergency Backpack and Emergency Contact Roster
Step 4 Evacuate	● Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: ○ Upper School: Arrival / dismissal lines ○ Lower School: at blacktop PE area ● The Safety Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. The Safety Team will search for any missing students and staff. Assign floors and areas of the building among the Safety Team of each building.
Step 5 Take Roll	● Once you arrive at the Emergency Meeting Area, classroom teachers take roll. ● Teacher reports missing students to Safety Team via WhatsApp #emergency channel ● Stay in the meeting area for further instruction.
Step 6 Further Instructions & Return	● Await further instructions from the Fire Department ● Staff and students will return to classrooms in a quiet and orderly fashion. If there is damage to the campus: ● The Safety Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates
Step 7 Safety Team Debrief	● After the emergency is all clear, the Safety Team huddles for debrief. ● All other staff resume normal operations.
Step 8 Communications	● The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.
FIRE	

EARTHQUAKE

EARTHQUAKE	
The earthquake protocol is used when an earthquake occurs. Do not wait for an announcement.	
Step 1 Announcement	● At the onset of an earthquake, a Safety Team Member will announce via PA System or phone system AND #emergency WhatsApp "Earthquake. Duck, cover and hold Earthquake. Duck ,cover and hold. Earthquake. Duck,cover. and hold" ● Staff should instruct students to take cover, and do so themselves even if they do not hear the announcement.
Step 2 Immediate response	If indoors... ● Turn away from windows, suspended objects or outside walls ● Drop to the floor, take cover under a desk/table and hold a leg of the desk/table, or take cover against an interior wall. ● Make your body as small as possible; cover head and neck while protecting the chest. ● Hold position until the ground stops shaking or the Safety Team has announced over radios to begin Evacuation. ● If an aftershock occurs while you are exiting the building, "Drop, Cover and Hold On" until the shaking stops. If outdoors... ● Teachers get to a clear space (away from buildings, poles, overhead wires and other tall objects) call out to student, "Duck and cover" ● Students drop to the ground, cover head and neck with arms. ● Watch for dangers that may demand movement. ● Be prepared to duck and cover again due to aftershocks. ● Hold position until the ground stops shaking or the Safety Team has announced over radios to begin Evacuation.
Step 3 Open WhatsApp app& Get backpacks	● Tune into #emergency WhatsApp channel ● Classroom teachers to take Emergency Backpack and Emergency Contact Roster ● Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: ○ Upper Campus (West): Arrival / dismissal lines ○ Lower Campus (East): Arrival/Dismissal Lines
Step 4 Evacuate	● The Safety Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. ● The Safety Team will search for any missing students and staff. Assign floors and areas of the building among the Safety Team of each building.

Step 5 Take Roll	● Once you arrive at the Emergency Meeting Area, classroom teachers take roll. ● Teacher reports missing students to Safety Team via WhatsApp #emergency channel ● Stay in the meeting area for further instruction.
Step 6 Further Instructions & Return	If there is minimal damage: ● The Safety Team will announce "All clear. All Clear. Please return to your normal activity." ● Staff and students will return to classrooms in a quiet and orderly fashion. If there is damage to the campus: ● The Safety Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.
Step 7 Safety Team Debrief	● After the emergency is all clear, the Safety Team huddles for debrief. ● All other staff resume normal operations.
Step 8 Communications	● The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.
EARTHQUAKE	

ACTIVE SHOOTER / LOCKDOWN

ACTIVE SHOOTER / LOCKDOWN	
An active shooter protocol is used when there is an immediate threat of shooting on the campus. An active shooter protocol can be initiated by anyone in the building.	
Step 1 Announcement	● If an active shooter is identified, immediate announcements will be heard via PA system, or phone speaker, AND #emergency WhatsApp: "Lockdown. This is a lockdown. Lockdown. There is an active shooter on campus. Lockdown. All students and staff lockdown."
Step 2 (In real situation only) Call 911	● At minimum, Administrative staff can call 911 immediately and inform the operator that there is an active shooter or intruder in or around the school. ● If in doubt that a 911 call was made, make one.

Step 3 Enter a lockdown location	● Teachers and staff immediately bring all students inside classrooms (unless it is unsafe to do so), and secure spaces with windows and blinds (if any) closed and doors locked, and extra security measures in place to prevent entry by unauthorized individuals including possible gunmen. ➢ Extra security measures can include barricading the door with furniture, using a door stop to prevent the door from being opened, or using any other tool to otherwise make opening the door difficult ● If students or adults are outside, please go to the nearest, safest, secure location which may not be the main building if the gunman is there. If possible, please proceed to an off-site evacuation location for reunification with families. ● Lock all outside corridors and hallway doors prior to access by outside individuals. (*You should not leave a locked room to lock any exterior doors unless you know it is safe to do so.) ● Anyone in a hallway or restroom must seek shelter immediately in the nearest classroom or office. ● Prohibit outdoor activities ● Secure building entrances, ensuring that no unauthorized individuals enter or leave the school.
Step 4 Open WhatsApp channel & Prepare the classroom	● Open up #emergency channel on WhatsApp ● Close and lock doors. ● Close and lock windows and shut the blinds. ● Turn off all the lights. ● Keep the room quiet.
Step 5 Hide	● Instruct everyone to remain silent and DO NOT go into hallways. ● Direct students to sit on floors in small groups, away from doors and windows. Students should crouch down in an “safe corner” area out of sight from doors/windows to conceal themselves as much as possible. Use classroom furniture as extra barriers ● Wait only for verbal command from school administration or police (do NOT evacuate even if you hear a fire alarm without secondary information of a possible fire such as smoke, heat, etc.) ● DO NOT use telephone or intercom system unless reporting vital information ● If there is a door that cannot be locked for any reason, ensure the outer door is closed/locked.
Step 6 Take roll	● Teacher Takes attendance VISUALLY ● Report missing students via WhatsApp to alert the Safety Team if you have students missing from your classroom.

Step 7 Release the room & School-wide clearance (DRILL ONLY)	• Administrative staff will come around and unlock classroom doors. • Classes may resume quiet activities IN CLASS until you hear the announcement via PA system, phone speaker, #emergency WhatsApp: “The school is all cleared. You can return to normal activities.”
Step 8 (In real situation only) Evacuation & Reunification	• IMPORTANT: On-scene law enforcement will deactivate Lockdown/Barricade by verbally providing "All Clear" in person, and NOT by phone call or any other method. Employees supervising students may not release students until the "All Clear” is provided from on-scene law enforcement personnel. • For student release, follow Parent Release Protocols as outlined in the school site safety plan. • Be prepared to provide input for After Action Report collected by Principal or designee, along with police investigation
Step 9 Safety Team Debrief	• After emergency is all clear, Safety Team huddles for debrief • The safety team plans for and executes any necessary counseling or group debriefs.
Step 10 Communications	• The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.

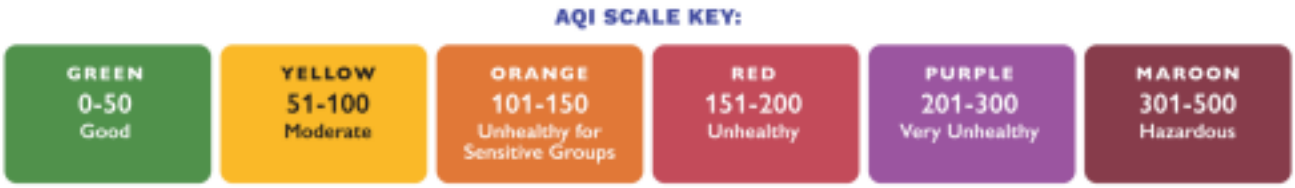
ACTIVE SHOOTER / LOCKDOWN

SHELTER IN PLACE

SHELTER IN PLACE	
Shelter in Place is used when there may be a threat outside the school campus, such as police activity or toxic air. Students are not locked down in their classrooms and may move throughout the building - they just may not go outside until given permission.	
Step 1 Announcement	• If the need for a “Shelter in Place” is identified, immediate announcements will be heard via PA system, phone speaker, #emergency WhatsApp: “We are experiencing<fill in the blank>. Because of <fill in the blank>, we are going into a shelter in place. Students and staff must remain indoors until all is clear. Teachers please take attendance and report missing students immediately.”
Step 2 Go or remain indoors	• During a shelter in place, the first priority is to shelter students and staff. If students are outdoors or in the cafeteria, return to their homeroom classrooms. • In the case of police activity in the area, the safety team will lock perimeter doors.

Step 3 Take roll	• Classroom teachers take roll. • Teacher reports missing students to Safety Team via WhatsApp #emergency channel
Step 4 Await further instruction	• Students and staff may walk within a building but not go outside. • Normal activities may take place inside
Step 5 School-wide clearance	• The shelter in place is over when you hear the announcement via PA system, phone speaker, via WhatsApp #emergency channel group chat: "The school is all cleared. You can return to normal activities."
Step 6 Safety Team Debrief	• After emergency is all clear, Safety Team huddles for debrief
Step 7 Communications	• The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.
SHELTER IN PLACE	

Guidance for Air Quality



Sensitive Groups - Yellow and Orange AQI

Children with certain medical conditions may be impacted by air quality in the moderate (yellow – 51-100) and unhealthy for sensitive groups (orange – 101-150) levels. Parents/guardians of these children should notify their schools. For these students, the school will provide indoor activities to replace outdoor activities to reduce students' exposure to poor quality.

Unhealthy Air

When air quality dips to unhealthy levels (red – 151-200), Francophone will practice the Shelter in Place protocol, which includes keeping all activities indoors, limiting physical activity, and

minimizing the opening and closing of doors. Regular classroom instruction and bathroom access continue during Shelter in Place.

Very Unhealthy Air

When air quality dips to very unhealthy levels (purple – 201-300), Francophone will practice the Shelter in Place protocol, which includes keeping all activities indoors, limiting physical activity, and minimizing the opening and closing of doors. Regular classroom instruction and bathroom access continue during Shelter in Place. If AQI hits 250+ a school may consider closing.

Hazardous Air

If air quality becomes hazardous (maroon – 301-500) and schools do not have the ability to keep outdoor air from easily entering the school, then the school may decide to close.

BOMB THREAT BY MAIL, EMAIL, PHONE CALL, OR OTHER COMMUNICATION METHOD	
This protocol is used when a bomb threat is reported, but no suspicious object has been found.	
Step 1 Answer the call	● Notify Administrative Staff immediately ● Principal Christophe Viret ● Director Student Support Minda Glynn ● Dean of Instruction Nicholas Broussard ● Try to maintain the caller on the line and obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns, background noise, identifying location).
Step 2 Call 911	● Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat on another phone line and provide the number of the line.
Step 3 Team Touchbase	● Immediately gather the Safety Team ● Make quick discussion based on the information from the call and decide ○ Whether the students should duck and cover ○ How to evacuate students in the area where the bomb is claimed to be at ○ Whether we should evacuate all students ○ Other response plan impacted by the bomb threat information

Step 4 Announcement	● Safety Team staff will make announcements as soon as possible over the phone speaker, with the signal ○ If duck and cover: "Emergency. Duck and Cover. Emergency. Duck and Cover." ○ If evacuated: "Emergency. Leave the building. Evacuate the building. Emergency. Leave the building. Evacuate the building." ○ If other instructions are more appropriate, make announcements accordingly.
Step 5 Cover/Evacuate	● Tune into #emergency channel via WhatsApp. ● Classroom teachers to take Emergency Backpack and Emergency Contact Roster ● Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake
Step 6 Take roll	● Once you arrive at the Emergency Meeting Area, classroom teachers take roll. ● Teacher reports missing students to Safety Team via WhatsApp #emergency channel ● Stay in the meeting area for further instruction.
Step 7 Safety Team Search	● Before emergency crews are on campus, do not search for any bomb, or explosive. ● Search only for people who should be evacuated.
Step 8 Further instructions & Return	● Do not resume school activities until the Safety Team announces "All clear. All Clear. Please return to your normal activity." ● If deemed necessary, the Safety Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.
Step 9 Safety Team Debrief	● After emergency is all clear, Safety Team huddles for debrief
Step 10 Communications	● The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.
BOMB THREAT BY MAIL, EMAIL, PHONE CALL, OR OTHER COMMUNICATION METHOD	

BOMB THREAT BY IDENTIFICATION OF A SUSPICIOUS OBJECT	
This protocol is used when a suspicious object has been found.	
Step 1 Discover the object	● Notify Administrative Staff immediately ● Principal Christophe Viret ● Director Student Support Minda Glynn ● Dean of Instruction Nicholas Broussard

	● Do not touch the object but note any identifying features to describe it to the Safety Team and Emergency crews (Fire Department or Police Department) ● Keep students away from the vicinity of the suspicious object
Step 2 Call 911	● Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat.
Step 3 Team Touchbase	● Immediately gather the Safety Team ● Make quick discussion based on the information ○ Whether the students should duck and cover ○ How to evacuate students in the area where the bomb is claimed to be at ○ Whether we should evacuate all students ○ Other response plan impacted by the bomb threat information
Step 4 Announcement	● Safety Team staff will make announcements as soon as possible over the phone speaker, with the signal ○ If duck and cover: "Emergency. Duck and Cover. Emergency. Duck and Cover." ○ If evacuated: "Emergency. Leave the building. Evacuate the building. Emergency. Leave the building. Evacuate the building." ○ If other instructions are more appropriate, announce accordingly.
Step 5 Cover/Evacuate	● Tune into #emergency channel via WhatsApp. ● Classroom teachers to take Emergency Backpack and Emergency Contact Roster ● Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake
Step 6 Take roll	● Once you arrive at the Emergency Meeting Area, classroom teachers take roll. ● Teacher reports missing students to Safety Team via WhatsApp #emergency channel ● Stay in the meeting area for further instruction.
Step 7 Safety team search	Before emergency crews are on campus, do not search for any bomb, or explosive. ● Search only for people who should be evacuated.
Step 8 Further instructions & Return	● Do not resume school activities until the Safety Team announces "All clear. All Clear. Please return to your normal activity." ● If deemed necessary, the Safety Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.
Step 9 Safety Team Debrief	● After the emergency is all clear, the Safety Team huddles for debrief.

Step 10 Communications	• The Executive Director will draft and send communications to all staff and families regarding the nature of the emergency and response.
BOMB THREAT BY IDENTIFICATION OF A SUSPICIOUS OBJECT	

Other Emergency Situations

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

1. School Site Safety Coordinator will assess the situation.
2. The Safety Team will make an announcement over the phone speaker and #emergency WhatsApp to evacuate, stand by, stay indoors or may release students to go home.
3. The Safety Team will listen to the battery or crank-operated radio for further emergency information.

Electrical/Gas/Water Failure

1. The Business Manager will notify the electrical company (PG&E) at 800-743-5000 and/or the Fire Department at 510-444-1616. Water main break will require notification of EBMUD at 510-835-3000.
2. The Safety Team will make an announcement over the PA or megaphone to evacuate or stand by.
3. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Chemical Spill/ Biological Threat

If substance released indoors:

1. The Safety Team will make an announcement over the phone speaker #emergency WhatsApp to evacuate the building.
2. The Safety Team will call 911 and the Office of Environmental Health Hazard Assessment (OEHHA) at 916-323-2514 to check chemical safety data.
3. Safety Team locks or ropes off area – DO NOT TOUCH ANYTHING.
4. Evacuate room and TURN OFF air conditioning system (if the building has A/C). 5. If N95 masks are accessible, all staff and students should place them over their noses and mouths.
6. Any person who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general school population. A list of contaminated persons should be provided to the Principal.
7. The Safety Team should check for chemical safety data to determine clean-up

procedures with custodians.

If substance released outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) School Directors will determine if students should be evacuated.
2. The Safety Team will make an announcement over the PA or megaphone to evacuate the building or stay indoors.
3. Close doors and windows and TURN OFF air conditioning systems.
4. If N95 masks are accessible, all staff and students should place them over their nose and mouth.
5. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
6. Any person who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general school population. A list of the contaminated people should be provided to the Principal.
7. Give first aid.
8. Do not reopen the school campus until ALL CLEAR responses are activated by the Safety Team.

Explosion

If explosion is indoors on school campus:

1. All drop down to the floor and DROP COVER AND HOLD.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. After the initial blast, the Safety Team will consider the possibility of another imminent explosion, call 911 and elect the appropriate response which may include staying indoors or evacuating the building.
6. Once safely assembled in the Emergency Meeting Area, Teachers will take roll and report missing persons to the Safety Team.

If explosion is outdoors in surrounding areas:

1. The Safety Team will activate STAY INDOORS.
2. The Safety Team will call 911.
3. All remain indoors until the ALL CLEAR signal is given by the Safety Team.

Death/Suicide

1. Executive Director and the School Principals will be notified in the event of a death or suicide on campus.
2. Safety Team will phone 911 and the Oakland Unified School DIstrict Charter Office at 510-879-1677.
3. The Safety Team will activate SHELTER IN PLACE.
4. The Executive Director will control and organize media.

5. Safety Team or Principals will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.
7. Site Director and Executive Director trigger response from suicide and self-harm manual.

Adaptation for Students with Disabilities

In the event of an emergency, students with disabilities will have an additional staff person assigned to their classroom. The additional staff person will assist the student and teacher during the emergency response.

At the lower campus, the designated staff member will be trained in using the lift, and be responsible to help their student get to the lift and evacuate.

Students with disabilities will also have pre-designated locations in their classrooms that are reserved for them during lockdown, shelter in place and earthquakes.

Reunification Plan

After an emergency situation is resolved, if deemed necessary, we will initiate the reunification process where all students must be picked up by a parent, guardian, or authorized caregiver.

Fire Evacuation Refuge Shelter

The School shall identify one or more appropriate fire evacuation refuge shelter locations for use by students, staff, and other persons on campus in the event of a fire-related emergency, including a wildfire, evacuation warning, evacuation order, shelter-in-place directive, or other emergency condition requiring the School to temporarily move students and staff to a safer refuge location. The School shall maintain this fire evacuation refuge shelter procedure as part of its charter school safety plan and emergency procedures.

For purposes of this Plan, the School's designated fire evacuation refuge shelters at:

Primary Fire Evacuation Refuge Shelter

- **Name of Facility/Location:** Peralta Hacienda Historic al Park
- **Address/Location Description:** 2465 34th Ave, Oakland, CA 94601
- **Contact Person/Agency, if applicable:** Miguel Lopez
- **Phone/Email, if applicable:** +1 (510) 532-9142
- **Distance/Route from School Site:** Walking distance of 0.2 miles
- **Capacity/Use Limitations, if known:** Limited parking space, street parking available
- **Access Considerations:** Open Space
-

Alternate Fire Evacuation Refuge Shelter, if available

- **Name of Facility/Location:** Gwen Jackson Park
- **Address/Location Description:** Public Park, Coolidge Ave, Oakland, CA 94602
- **Contact Person/Agency, if applicable:** City of Oakland

- **Phone/Email, if applicable:** +1 (510) 238-7275
- **Distance/Route from School Site:** Walking distance of 0.5 miles
- **Capacity/Use Limitations, if known:** A short fence around the perimeter, small park
- **Access Considerations:** Short fence on the perimeter of the park with two small gates to enter

The School shall notify the fire department having jurisdiction within the School's boundaries of the fire evacuation refuge shelter identified in this Plan. The School shall retain documentation of such notification with its charter school safety plan records.

The School, through the Incident Lead/School Principal or designee, shall review the identified refuge shelter at least annually as part of its review of the charter school safety plan and shall update the identified location if the location becomes unavailable, unsuitable, inconsistent with direction from local emergency authorities, or otherwise inappropriate for use by students and staff.

The Incident Lead/School Principal or designee shall determine whether to use the identified refuge shelter based on the nature of the emergency, direction from local authorities, available evacuation routes, student and staff needs, transportation availability, air quality, fire conditions, accessibility needs, and any other safety considerations existing at the time of the emergency. Nothing in this Plan limits the authority of law enforcement, fire, emergency medical, or other public safety officials to direct evacuation, shelter-in-place, relocation, reunification, or other emergency procedures during an emergency.

Student Smartphone Use During Emergencies

To ensure smooth coordination with emergency responders (police, fire, EMTs), prevent network congestion, avoid the spread of misinformation, and protect operational security (e.g., preventing location disclosure or distractions from official directives), independent student use of smartphones is prohibited or restricted during emergencies and in response to perceived threats to safety unless expressly authorized by school personnel. Students may only use smartphones at the direction of staff (e.g., for approved 911 calls or family contact when deemed safe). Devices will remain secured or silenced per standard protocols, with access granted on a case-by-case basis following threat assessment. Staff will communicate emergency instructions clearly and coordinate any necessary parent notifications.

Reunification from Classrooms

Step 1 Return	● Teachers will lead their students to return to homeroom classrooms quietly. ● Teachers take final attendance before runners begin student retrieval.
Step 2 Role Assignment	Safety Team will assign members to the following roles: ● (1) Identifier: to located at Point of Entry, equipped with a list of students and their parents ● (2) Runners: to retrieve students from classrooms ● (1) Guard at Point of Exit: to prevent unauthorized entrance
Step 3 Area Designation	The Safety Team will designate the following areas and mark with signage ● East Lower Campus ○ Point of Entry - Gate by East Office ○ Reunification Point - Cafeteria ○ Point of Exit - Small gate to the staff parking lot and out the big gate ○ First Aid Station - Main Office ● West Upper Campus ○ Point of Entry - Main Door in the West Building ○ Reunification Point - Blacktop ○ Point of Exit - Exit the big gate ○ First Aid Station - Main Office
Step 4 Student Release Procedure	● Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity. ● The Identifier on the Safety Team will be at the Point of Entry with a list of students and their parents, and will verify all information. ● Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well. ● Support Services will be available at the Reunification Point ● Once the parent and the student are ready to leave, they will be escorted through the Point of Exit.

Reunification from Evacuation Point

Step 1 Line-up	● Classes will be lined up according to grade. ● Students will line up with their homeroom teacher and sit quietly. ● Teachers should take final attendance to make sure all students are accounted for.

Step 2 Role Assignment	Safety Team will assign members to the following roles: ● (1) Identifier: to located at Point of Entry, equipped with a list of students and their parents ● (2) Runners: to retrieve students from Evacuation Point AND escort to exit when picked up ● (1) Guard at Point of Exit: to prevent unauthorized entrance
Step 3 Area Designation	The Safety Team will designate the following areas and mark with signage ● East Lower Campus ○ Point of Entry - Gate by East Office ○ Reunification Point - Lower PE Blacktop ○ Point of Exit - Big gate ○ First Aid Station - tent in the corner of the blacktop ● West Upper Campus ○ Point of Entry - Main Door in the West Building ○ Reunification Point - Blacktop ○ Point of Exit - Exit the big gate ○ First Aid Station - tent at patio area
Step 4 Student Release Procedure	● Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity. ● The Identifier on the Safety Team will be at the Point of Entry with a list of students and their parents, and will verify all information. ● Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well. ● Support Services will be available at the Reunification Point ● Once the parent and the student are ready to leave, they will be escorted through the Point of Exit.

Emergency Drill Schedule

It is the Safety Team's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The following drills are required:

- Fire Drill: Per California Education Code, section 32001, fire drills shall take place once every calendar month at the elementary level.
- Earthquake Drop & Cover Drill: This drill should be performed twice per school year.
- Major Disaster Drill: This drill should be performed once per school year so personnel are oriented to the School's Major Disaster Plan.
- Lock Down Drill: This drill should be performed twice per school year.

Training

We provide training on emergency drills to teachers and staff during our beginning of the year professional learning week as well as on the professional learning day on each Wednesday

before the drill. We also send out email reminders on the drill procedures one day before the drill to remind all staff.

Teachers are expected to conduct training for students in the days in advance of drills. Guidance will be provided by the Safety Team.

The Safety Team has developed checklists for every type of drill. We consolidate feedback for improvement after each drill, update our drill procedures as needed, and re-train the teachers and students accordingly.

Emergency Contact Datasheet

Emergency Phone Numbers

Entity	Number
Emergency	911
Oakland Police Department	510-777-3211
Oakland Fire Department	510-444-1616
American Red Cross	510-595-4400
Oakland Office of Emergency Services	510-238-3938
Summit Medical Center Emergency Department	510-869-8700
Highland Hospital Emergency/Trauma Department	510-437-4559
Kaiser Oakland Hospital	510-752-1000
Pacific Gas And Electric	800-743-5000
Ebmud Water	510-835-3000
Alameda County, Poison Center	800-222-1222
Office of Environmental Health Hazard Assessment	916-323-2514

Emergency Broadcast Stations

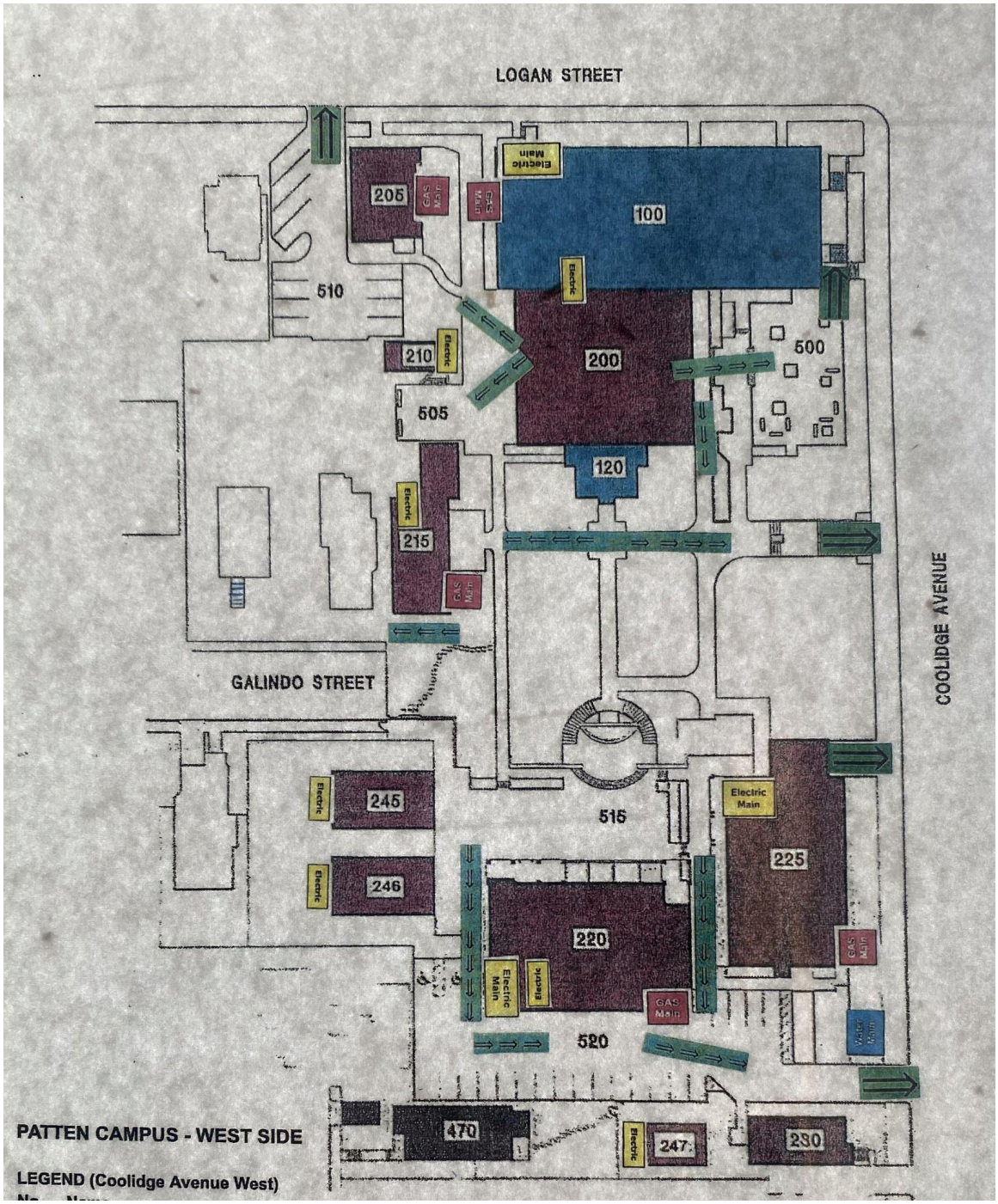
- KCBS 740AM
- KGO 810AM
- KNBR 680AM
- Radio Oakland 530AM

School Maps

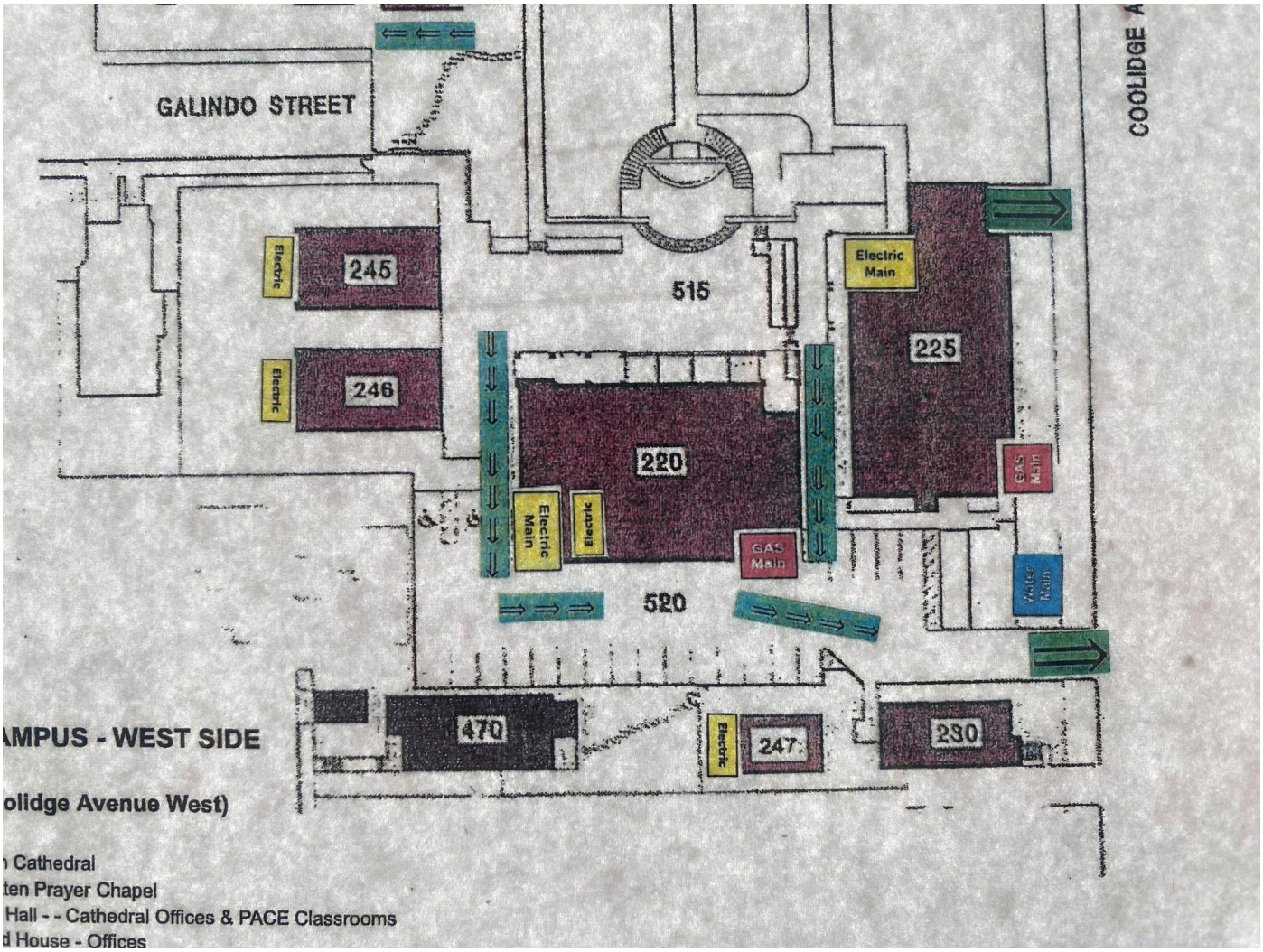
East Side - Lower Campus



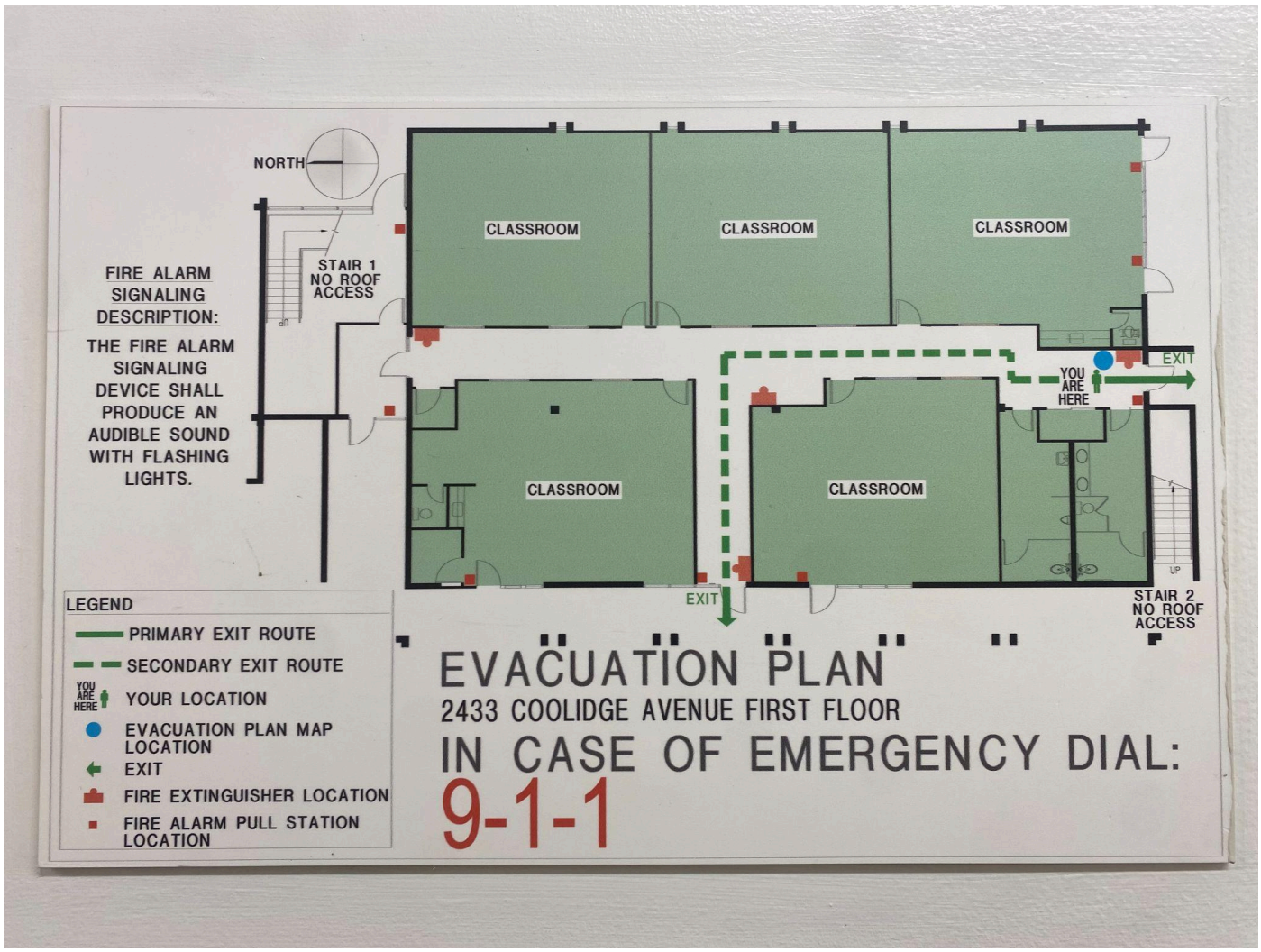
Whole FCSO West Upper Campus with Patten Campus Layout



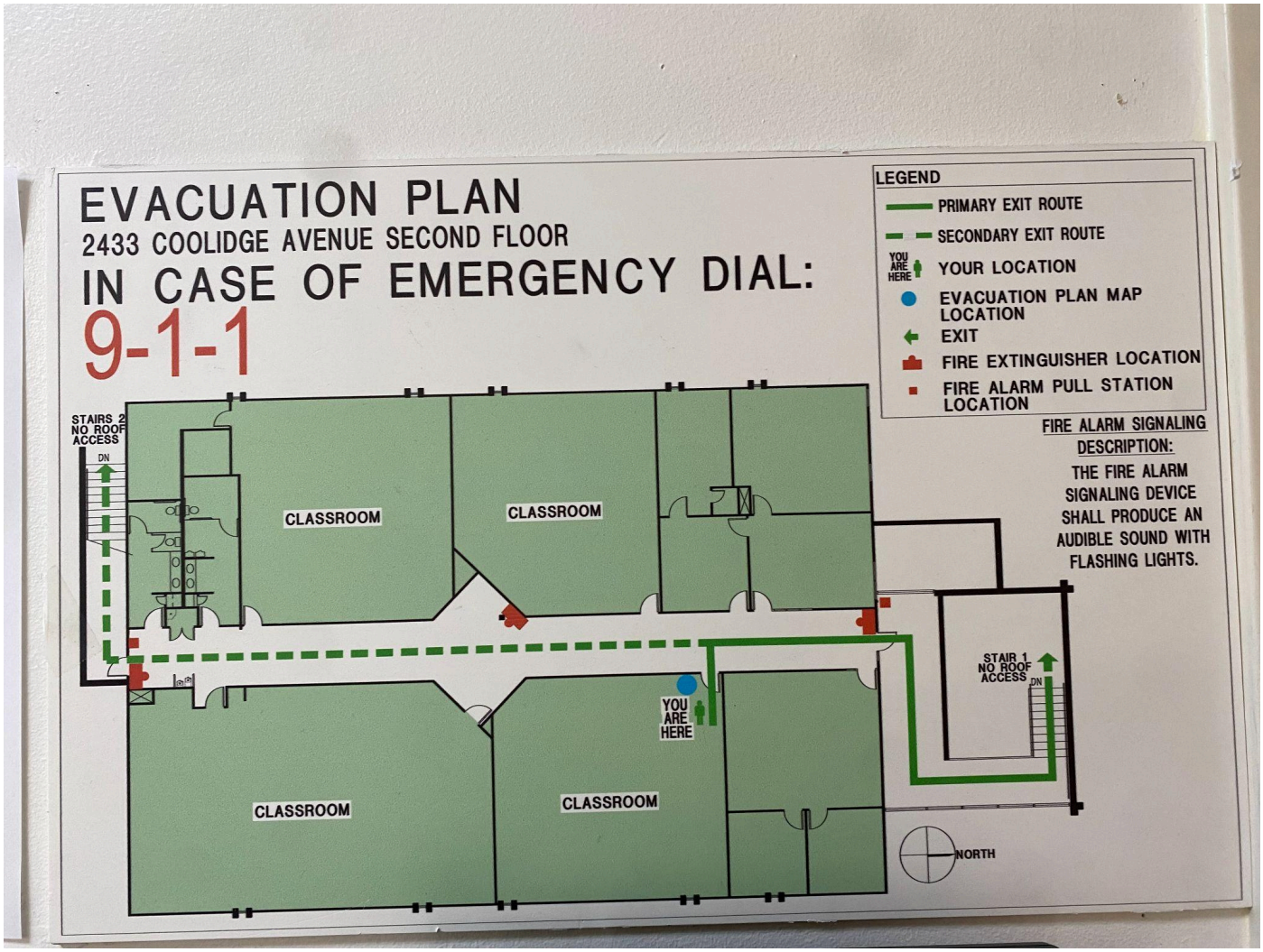
Cafeteria - PE Building, Portable Classroom - West Upper Campus



Floor 1 - Upper Campus West Building



Floor 2 - Upper Campus West Building



SEMS (Standardized Emergency Management System Plan)

Purpose

SEMS is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. The system unifies all elements of California's emergency management community into a single integrated system and standardizes key elements. The SEMS Plan at Francophone is initiated in the case of a major disaster or event that requires coordination during an emergency response. Because Francophone is a small organization, individuals may hold more than one role.

Roles and Responsibilities

Incident Commander[2]

- Christophe Viret

Deputy Incident Commanders

- Minda Glynn
- Nicholas Broussard

The Incident Commander is the decision maker for the impacted school who is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities:

1. Assume command: School Principal or Director of Student Supports
2. Communicate a "signal" to the students and staff identifying the type of emergency 3. Call 911
4. Advice Safety Team to be on standby to assigned roles.
5. Call the Executive Director to inform of an emergency.
6. Activate the Emergency Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
7. Conduct initial briefing with the School based Safety Team
8. Monitor local emergency radio stations for local news
9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
10. Create an action plan with specific objectives including strategies to review and evaluate
11. Make provisions for language translators
12. Executive Director reviews all incident information before release to the news media, parents or general public
13. Signal all-clear (Police Only will signal; if present)
14. Begin "Student Release Procedures" when appropriate. Only the Executive Director can direct that students be sent home before the end of the regular school day.
15. Release teachers, as appropriate

[2] The Executive Director will take over incident commander responsibilities if necessary.

16. Create an action plan with specific objectives for returning to normal operations
17. Communicate summary of the day's incident via email and/or ParentSquare staff, parents/community, and students

Deputy Incident Commander

- Upper Campus: Kenisha Patterson
- Lower Campus: Reinel Campa

The Deputy Incident Commander assists the IC and takes over the duties of the IC if the IC is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities:

1. Report to, attend briefings, and assist the IC
2. Keep unauthorized people away from the IC
3. Responsible for Emergency Plans

Command Staff - Emergency Operations Coordinator

- Christophe Viret
- Minda Glynn

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
2. Indicate the process for emergency declarations
3. Develop status boards (who is missing, injuries, all present/ok)
4. Maintain a "position" log of staff (locations/roles that you have assigned to the team–use a whiteboard sheet)
5. Monitor Command Staff for signs of stress or under-performance
6. Fill any unstaffed positions

Command Staff - Safety Officer

- Upper Campus: Kenisha Patterson
- Lower Campus: Reinel Campa

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions 3. Monitor stress levels of personnel involved in the response
4. If directed by IC, turn off gas supply, water supply and/or electricity

5. Oversee “Logistics” for equipment and supplies

Command Staff - Training Coordinator – Principal/Student Support Services

- Christophe Viret
- Minda Glynn

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

1. Train staff prior to an emergency
2. DCI supports the IC in the training.

Command Staff - Public Information Officer

- Both campuses: Executive Director

The Public Information Officer acts as the official spokesperson for the school in an emergency situation. Below is a checklist of responsibilities.

1. Contact School Board, School Directors, and Families as appropriate. 2. Contact Director of Special Education to assign psychologists and counselors to the site.
3. Attend briefings with IC
4. Identify yourself as the “PIO” with a vest, visor, sign, etc.
5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
7. Convey that everything is going to be O.K., Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase “No comment.” Repeat what you want the press to hear.
8. Ensure announcements and other information are translated into other languages as needed.
9. Assist with rumor control.
10. Keep all documentation to support the history of the event.
11. Remind staff and volunteers to refer all questions from media or waiting parents to the PIO.
12. Monitor new broadcasts about the incident; correct any misinformation heard.

Plans Chief

- Both campuses: Executive Director

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, deploy, etc. Staff is assigned to

assist with these jobs. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Documentation Team
    a. Develop, distribute, and document all actions and site maps
    b. Receive and record student/staff attendance rosters
    c. Collect completed student release forms from the Parent Emergency pick-up location
    d. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
3. Message Team
    a. Maintain a message board
4. Communication Team
    a. Record, collect, and evaluate information (keep all original notes – they are legal documents)
    b. Monitor radio for local news
    c. Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
5. Damage Assessment Team
    a. Report damage to Plans Chief who will report to IC
    b. Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
6. Deployment Team
    a. Deploy and supervise personnel as needed to gather and assess intelligence information
7. Disaster Plan Update Team
    a. Provide ongoing analysis of situation to IC
    b. Report status of resources
    c. Prepare estimates of incident escalation or de-escalation
    d. Report missing, absent, and medical students/staff to IC
8. ParentSquare Update Team

a. Using ParentSquare, communicate disaster updates to the community

<u>Operations Chief</u>

- Both campuses: Christophe Viret and Minda Glynn

The Operations Chief exercises the functions of the operation by carrying out the plan, developing tactical objectives and directing all resources. Staff is assigned to assist with the jobs. Below is a checklist of responsibilities

1. Search and Rescue Team
    a. Remain in contact with Operations Chief by radio or phone (Voxer).
    b. Search rooms both visually and vocally. Use chalk, grease pencil, etc. to mark slash (/) on door when entering room, and when leaving room

complete search by closing slash in (X) on door.

c. As rooms are reported clear, Voxer/WhatsApp to Operations Chief to mark "C" on site map

d. Utilize other teams as needed (Patient Transport, Morgue and First Aid). Do not use names of students/staff on radio/map

e. Record Triage on site map (I – Immediate; D – Delay; and DEAD - Dead)

2. Facilities/Hazardous Materials Team

a. Report gas/water leaks, fires or structural damage, to Operations Chief (gas, water and electricity shut-off needs approval of IC.) Use yellow caution tape where necessary

b. Record assessment of facilities and hazardous materials on site map

c. Photograph damage if possible before repair

3. Security Team

a. Lock gates and secure major external doors

b. Verify that campus is locked down to Operations Chief/IC

c. Report non-staff and non-students to Operations Chief/ IC

d. Route all parents to "Parent Pick-up Area"

4. Medical-First Aid Team

a. Keep accurate records

b. Report deaths immediately to Operations Chief who will report it immediately to IC

c. Establish what I-Immediate and D-Delayed treatments will be

d. Consult with staff regarding health care, medications, and meals for students and staff with known medical conditions (asthma, diabetes, etc.)

e. Establish scope of disaster with Operations Chief and determine probability of outside emergency medical support and transport needs. Emergency card must accompany student removed from campus to receive advanced medical treatment

5. Parent Pick-up Team (in reunification process)

a. Designate "Request Area/Gate" and "Release Area/Gate" for parents to pick-up; mark with signs

b. Verify that adult completing student release form is on student's emergency card; retain form for record

c. If a student is in class, have runners go to class and bring students to pick-up area d. Release younger students first

e. Escort parent to Safety Team member if student is missing or with Search and Rescue Team

f. Escort parent to medical area if student is receiving treatment

g. Teachers/Staff Wing Leaders

h. Liaison between teams and students/staff for communication, assistance,

etc.

i. Assist teachers with attendance; buddy system and supervisor, if needed

Logistics Chief

- Upper Campus: Kenisha Patterson
- Lower Campus: Reinel Campa

The Logistics Chief is responsible for providing facilities, personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

1. Attend briefings with IC
    a. Supply Teams (Command, Search and Rescue, Medical, Student/Staff, Transport, and Builders/Sanitation)
    b. Maintain a visible chart of resources
    c. Obtain supplies other than food and water
    d. Provide ability to transport staff/students if necessary throughout the city (i.e. medical, etc.)
2. Builders/Sanitation Team
    a. Set up food preparation facilities, command post shelter area, parent pick-up area, supply check-out area, medical area, assembly area, etc.
    b. Obtain sanitary supplies
    c. Maintain computer support

Finance Chief

- Both campuses: Executive Director

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Claims/Procurements /Community Helpers Team
    a. Track financial records, staff hours, purchasing, etc.
    b. Complete state and federal claim forms for IC
    c. Make prior agreements with close stores (i.e. Safeway, etc.) for supplies
    d. Make prior arrangements with community helpers (i.e. retired doctors, etc.) e. Do a cost analysis of incident/disaster

Providing Shelter During An Emergency

In accordance with California law, Francophone Charter School will provide its facility as an Emergency shelter for its staff and students and families; as well as the Red Cross if requested, during an emergency.

Suspension/Expulsion Policy and Procedures (Ed. Code § 32282(a)(2)(C))

Purpose

In accordance with CDE guidance, Suspension and Expulsion Policy and Procedures should be included in a school's Comprehensive School Safety Plan (CSSP). Francophone's charter, most recently renewed in Fall of 2024, is the most up-to-date version of these policies and procedures. The Francophone Charter should always be used as the formal adopted policy and this CSSP should reflect it.

Student Due Process Protections

DRL (District Required Language): "The Francophone Charter School of Oakland's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, the Francophone Charter School of Oakland shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Francophone Charter School of Oakland shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

iii) No pupil shall be involuntarily removed by the Francophone Charter School of Oakland for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall be removed until the Francophone Charter School of Oakland issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or, but does not include suspensions specified in clauses (i) and (ii).The behavior matrix outline the other procedures designed to ensure that the

Francophone Charter School of Oakland's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.

Required Notifications

DRL: "Francophone Charter School of Oakland shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Francophone Charter School of Oakland without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Francophone Charter School of Oakland shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

Compliance with Office of Charter Schools Student Discipline Guidelines

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Francophone. The full Policy can be found at the Front Office.

No student shall be involuntarily removed by Francophone for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing to challenge the involuntary removal, before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Francophone issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

1. A Principal/Director may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

2. Executive Director or designee may suspend a student from class, classes or the school campus for a period not to exceed five (5) school days.

3. The Executive Director or designee in writing may extend a student's suspension pending final decision by the Governing Board on a recommendation for expulsion.

4. The Executive Director or designee may discipline a student identified as an

individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). This student is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Francophone Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Francophone Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

A. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force or violence upon the person of another, except self-defense.

3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and database
7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property, which includes analyzing and comparing characters using textual evidence, but is not limited to electronic files and databases.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

17. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers, and/or student by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    A. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

v. A message, text, sound, video, or image.

1. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

vi. "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction

of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)

23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

C. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force or violence upon the person of another, except self-defense.

3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

11. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

16. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

C) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Francophone Charter School.

(b) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to: a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than

the pupil who created the false profile.

iii. An act of cyber sexual bullying.

a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

D. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Board of Directors that a student has brought a firearm or

destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Francophone Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Francophone Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Francophone Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Francophone Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when Francophone Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations:

1) the pupil's presence will be disruptive to the education process; or

2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

AUTHORITY TO EXPEL

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Governing Board following a hearing before it or by the neutral and impartial Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The Charter School will provide advanced notification (in alignment with parent notification) of the expulsion hearing to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District representative may attend.

The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of Francophone Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Francophone Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral

and documentary evidence on the student's behalf including witnesses.

Francophone Charter School will proceed with the expulsion process even if the student/family does not attend the hearing or if the student is withdrawn prior to the hearing, so that the new/next school is notified if the student was recommended for expulsion, if the student was ultimately expelled due to an expellable offense, and/or if an alternative school placement is necessary.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

Francophone Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Francophone Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Francophone Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if

there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Francophone Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Francophone Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or certified written transcript, of the hearing. All documentation shall be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion hearing decision.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board, which will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Francophone Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name; and

2. The specific expellable offense committed by the student.

In accordance with AB 1360 Bonta, no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. For all suspensions under 10 days, the school will provide students/family with the required notice of suspension.

For suspensions that are greater than 10 days and expulsions, the school will provide the student/family with the required expulsion notification and due process rights. Furthermore, the hearing will be conducted by a "neutral officer.

DISCIPLINARY RECORDS

Francophone Charter School shall maintain records of all student suspensions and expulsions at Francophone Charter School. Such records shall be made available to the authorizer upon request.

NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from Francophone Charter School as the Governing Board decision to expel shall be final.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

REHABILITATION PLANS

Students who are expelled from Francophone Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Francophone Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school, district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Francophone Charter School's capacity at the time the student seeks readmission.

Procedures to Notify Teachers of Dangerous Pupils (Ed. Code § 32282(a)(2)(D))

Francophone Charter School is committed to providing a safe, orderly working environment for all employees. In alignment with this commitment and in alignment with the California Education Code, Francophone has established the following procedures related to notifying teachers of dangerous pupils.

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity. ED Code 32280-89 15

Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

The information provided shall be from the previous three school years. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for

which it was provided and shall not be further disseminated by the teacher. (Amended by Stats. 2000, Ch. 345, Sec. 2. Effective January 1, 2001.)

1. The school shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

2. The Executive Director is to be made immediately aware of all incidents related to the endangerment of the school site and/or staff.

3. When violence is directed against an employee by any individual and the employee notifies the school, the Site Director or Executive Director shall take steps to ensure that appropriate legal and safety measures are instituted.

4. When the employee notifies the Site Director or Executive Director of a threat of bodily harm, the school shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

5. Francophone Charter School requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:
    a. Confiscate the object and deliver it to the Site Director or Executive Director immediately b. Immediately notify the Site Director or Executive Director, who shall take appropriate action
    c. If the school employee determines the situation, person in question, or injurious object poses imminent and extreme danger (e.g. an individual with a brandished firearm, knife, etc.) the employee may directly notify the local law enforcement agency and the Site Director and Executive Director

6. When informing the Site Director or Executive Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

7. The Executive Director is to be consulted and made aware of any situation involving law enforcement. There should never be a situation where the Police or emergency personnel are on campus and the Executive Director is not aware.
    a. Whenever possible, the Executive DIrector should be consulted prior to contacting law enforcement
    b. If a school employee is unable to consult the Executive DIrector prior to contacting law enforcement, the Executive Director must be contacted directly after making contact with law enforcement personnel.

Anti-Discrimination and Anti-Harassment Policy (Ed. Code § 32282(a)(2)(E))

This section of the Comprehensive School Safety Plan includes:

- Declaration
- Compliance Officer Contact Information
- Prohibited Unlawful Harassment
- Prohibited Unlawful Sexual Harassment
- Hate Crime Reporting Policies and Procedures
- Harassment, Intimidation, Discrimination, and Bullying Policy
- Reporting Procedures
- Investigation Procedures

Purpose and Declaration

Francophone Charter School of Oakland (the "Charter School") is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Claudia Lee
Executive Director
2365 Coolidge Ave
Oakland, CA 94601
(510) 746-0700

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee, volunteer, and student has the responsibility to maintain a workplace and educational environment free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any

conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee or student who believes they have been

harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and ○ Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threatening to subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment, academic status, or progress due to their participation in or filing of a complaint or reporting sexual harassment.

Francophone will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct an investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

Hate Crime Reporting Procedures And Policies

For purposes of this Plan, the term "hate crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical
safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours. Contact the site administrator if you feel your child may have been a victim of a hate crime.

Harassment, Intimidation, Discrimination & Bullying Policy

Francophone believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. As used in this policy, "discrimination, harassment, intimidation, and

bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to: a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
   b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent

impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

“Cyberbullying” is all forms of harassment over the Internet or other forms of electronic communications, including cell phones. Students will refrain from using communication devices or school property to harass or stalk another. The school’s computer network and the Internet, whether accessed at school or away from school, during or after school hours, may not be used for the purpose of Cyberbullying.

Bullying through the use of technology or any electronic communication (including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature) transmitted by the use of any electronic device (including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant) is prohibited. California anti-bullying laws are enforced by the following: California Education Code 32261-32262, 32265, 32270, 35294.2, and 48900.

These actions are prohibited: Flaming; Denigration also known as "dissing”; Bash boards; Impersonation; Outing; Trickery; Exclusion; Harassment; Happy slapping; Text wars or attacks; Negative Online polls; Sending malicious codes; Griefing

Users should always use good digital citizenship when posting or replying on the internet. Always be kind, have common courtesy, and be considerate to others. Displaying online social behaviors that model good cyber citizenship is important and encouraged.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously,

but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Executive Director or designee will promptly initiate an investigation according to the General Complaint Processes detailed below. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

Appeal

Should the Complainant find the Executive Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the

Student Discipline Policy of the Charter School.

School Wide Dress Code (Ed. Code § 32282(a)(2)(F))

Commitment to the Dress Code

The Francophone dress code helps establish a clear focus on academics, promote safety and security on campus, reduce differences based on socioeconomic status, support positive student behavior, and foster school pride.

Because Francophone Charter School is a school specifically chosen by families, rather than a school to which students are randomly assigned, there are no exemptions from the dress code, except where required by law or specifically stated in this policy.

DRESS CODE

Francophone's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and fairly.

Monday through Thursday, Francophone students are expected to follow the dress code while on campus and on school field trips.

On Fridays, students wear a green T-shirt with the school logo while continuing to follow the general requirements for appropriate dress outlined below.

Allowable Dress

- Students must wear clothing including both a shirt with pants, shorts, skirt, or the equivalent and shoes.
- Shirts, dresses and pants must have fabric in the front, back, and on the sides
- Clothing must cover undergarments (bra and underwear) - waistbands and bra straps excluded.
- Fabric covering all private parts must not be sheer or see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff.
- Hoods must allow the student face and ears to be visible to staff.
- Headwear worn for purposes of religious observance is permitted.
- Clothing must be suitable for all scheduled classroom activities
- Shoes must be appropriate for PE (athletic shoes) - refer to PE instructor for specifics

Non-Allowable Dress

- Clothing may not depict, advertise or advocate gang affiliations, weapons, the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.

- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing must not threaten the health or safety of any other student or staff.

Violation
If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

When dress code violations occur, faculty will:

- Lend students with appropriate clothing to wear for the day
- Call home for parents to provide a change of clothes

Procedures for Safe Ingress & Egress (Ed. Code § 32282(a)(2)(G))

The Francophone policies and procedures for safe ingress and egress are designed to keep our students safe and our campus secure while also ensuring a rich educational environment that leverages the many gifts and talents of our families and extended school community. Our policies and procedures for safe ingress and egress include guidelines for:

- Campus Visitors
  - Volunteers
    - School Volunteers
    - Volunteer Drivers
  - Drop Off & Pick-Up
  - Transportation Policies & Procedures

Campus Visitors

1. Visits during school hours should first be arranged with the teacher and Site Director or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Site Director or designee.

2. During regular school hours, all visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds. When registering, the visitor is required to provide their name,

address, age (if under 21), purpose for entering school grounds, and proof of identity.

3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Francophone shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Francophone, consistent with the law. The Francophone Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

   For purposes of school safety and security, the Site Director or designee may design a visible means of identification for visitors while on school premises.

4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Site Director's written permission.

5. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.

6. The Site Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

7. The Site Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Francophone's orderly operation. If consent is withdrawn by someone other than the Site Director, the Site Director or Executive Director may reinstate consent for the visitor if the Site/Executive Director believes that the person's presence will not constitute a disruption or substantial and material threat to Francophone's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

   The Site Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform the visitor that if they reenter the school without following the posted

requirements they will be guilty of a misdemeanor.

8. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Executive Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Executive DIrector within fourteen (14) days of the denial or revocation of consent. The Executive Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Executive Director shall be held within seven (7) days after the Executive Director receives the request. If no resolution can be agreed upon, the Executive Director shall forward notice of the complaint to the Francophone Board of Directors. The Francophone Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

9. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Site Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

10. The Site Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties for Violating Visitors Policies

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to Francophone's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Volunteers

Francophone offers a range of volunteer activities, including opportunities to work directly with students, both during the school day and through our after school and extracurricular activities. To learn more about volunteer opportunities, families are encouraged to read the

Francophone Volunteer Handbook.

School Volunteers

1. School volunteers are individuals who donate their time, without financial compensation, to benefit their communities.
    a. Volunteer participation may occur in a classroom setting during the school day or outside the school setting as part of an extracurricular activity in which the volunteer has direct contact with students.
    b. Volunteer drivers (for field trips, etc.) are considered school volunteers and must abide by all requirements set forth in this policy and policies for volunteer drivers below.
    c. A person who comes to the school for a one-time special event, such as a guest speaker, presenter, or visitor is considered a visitor, not considered a school volunteer. All visitors must abide by the policies set for above.

2. The school will maintain and, on an annual basis, update a Volunteer Handbook.

    a. All volunteers will, on an annual basis, receive a Volunteer Handbook.
    b. All volunteers must, on an annual basis, sign a volunteer agreement and volunteer confidentiality agreement

3. All school volunteers are, on an annual basis, required to complete a School Volunteer Application Form.

    a. Information related to the volunteer application will be kept confidential.

4. All volunteers are, on an annual basis, required to submit proof of tuberculosis testing.
    a. Returning volunteers that have tested negative must have on file with the school a certificate showing that within the last four years, the person has been examined and has been found to be free of communicable tuberculosis in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406 & Health and Safety Code 121545)

    b. The school will provide families with information and forms related to obtaining a TB test.

    c. Families who qualify for FRPL and do not have the means to obtain TB testing may request financial support to cover the cost of the testing. Families must provide Income Eligibility form during enrollment and must be confirmed in CALPADS.

    d. A volunteer shall also have on file with Francophone a certificate showing that, upon initial volunteer assignment, the person submitted to a

tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Francophone Executive Director, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.

5. All volunteers are, on an annual basis, required to complete a criminal background check.

    a. The school will provide families with information and forms related to obtaining fingerprints and completing a criminal background check.

    b. Families who qualify for FRPL and do not have the means to obtain fingerprinting may request financial support to cover the cost of the background check. Families must provide Income Eligibility form during enrollment and must be confirmed in CALPADS.

Volunteer Drivers
For field trips, Francophone Charter Schools will make every attempt to utilize chartered buses and/or public transportation.

In general, transporting students in private vehicles is discouraged. However, for the rare occasion that volunteer drivers need to be utilized, parents, guardians, or other adult drivers, including staff, who are able to volunteer as drivers for off-campus activities must first fill out a Volunteer Driver Form and submit proof of insurance and valid driver's license prior to transporting students. All volunteer drivers must adhere to the following guidelines:

1. Volunteer Drivers are considered volunteers, and are subject to all volunteer requirements listed above.

2. The parent or adult driver must have a current "Driver's Liability Insurance Statement" on file in the school office.

3. The policy must be current and must include the following minimum coverage: $100,000 per person, $300,000 per occurrence, $50,000 property damage (100/300/50).

4. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side airbags cannot have a student occupying that space.

5. Children weighing less than 40 pounds must ride in a car seat with a seat belt.

6. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students.

7. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.

8. The driver must have a valid California Driver's License on file in the school office. 9. Vehicles for transporting children must be in a safe and operable condition.

Drop-Off & Pick-Up

Drop Off and Pick Up Times and Location

1. AM rolling drop-off is open and available to families between 8:00 am - 8:30 am. Drop off times for students in grades 1-8 are 8:00 am - 8:15 am. Drop off times for students in grades TK-K are 8:15 am - 8:30 am. During campus these times, campus gates will be unlocked and open for all students and families.

2. Pick up times for all students are 2:35 pm to 2:45 pm on regular days and 1:05 pm to 1:15 pm on minimum days for all grade-levels.

3. Before 8:00 am, between 8:30 am and 2:35 pm, and after 2:45 pm, ,families must use Francophone's Park and Walk Procedures. During these times, parents/guardians are to escort students to the campus entrance on either side of Coolidge Street and check the student in at the office.

Drop-Off & Pick-Up Procedures

Francophone Charter Schools encourages students and families to consider and use multiple forms of transportation to travel to and from school. We have designed the following drop-off and pick up procedures to ensure that students can safely and efficiently access and exit the campus at the start and end of each school day.

Drop-Off Procedures: Rolling Drop-Off

1. Rolling Drop-Off is open and available to families between 8:00-8:30 am.

2. Vehicles are to enter the Coolidge Avenue drop-off zone by taking a right onto

Coolidge Avenue from Foothill Blvd (East Campus; TK-2) or by taking a right onto Coolidge Avenue from Hyde Street (West Campus; 3-8).

3. The drop-off zones will be clearly marked with cones and signs that must be followed at all times.

4. Drivers may carefully let students out in the drop-off zone on Coolidge Avenue. Families with students in Grades 3-8 only must drop-off on the west side of Coolidge Avenue. Families with students in Grades TK-2 only must drop off on the east side of Coolidge Avenue. Families with students in both Grades TK-2 and 3-8 may drop off on either side of Coolidge Avenue. .

5. When the drop-off zone is filled, cars are to wait in a line in the order of arrival.

6. Students may NOT exit a vehicle until it has fully pulled into a numbered spot in the drop-off zone and a volunteer or staff member has opened the car door.

7. Students are to enter and exit campus through the gates on either side of Coolidge Avenue.

8. After students have unloaded from the vehicles, and a staff member or volunteer has safely closed the vehicle door, drivers are advised to always pull out of the drop off zone safely and with extra caution, maintaining a slow speed and making sure to check mirrors and blind spots prior to moving their vehicle.

9. When pulling away from the curb, drivers are advised to check mirrors and blind spots prior to moving their vehicle. Drivers should proceed with extra caution, maintaining a slow speed. Drivers may not make u-turns within a 3-block radius of the campus.

10. After safely pulling out of the East Campus (TK-2) drop off zone, drivers are to proceed on Coolidge Avenue and turn right on Hyde Street. After safely pulling out of the West Campus (3-8) drop off zone, drivers are to proceed on Coolidge Avenue and turn right onto East 23rd Street (or continue heading straight toward Foothill Blvd).

11. Drivers using Rolling Drop-Off may not leave their vehicles, block neighbor driveways, nor make u-turns within a 3-block radius of the campus.

12. Rolling Drop-Off will end promptly at 8:30 AM. All student drop-offs before 8:00 am and after 8:30 am will be through park and walk procedures.

13. When crossing streets, students are to use designated crosswalks at all times.

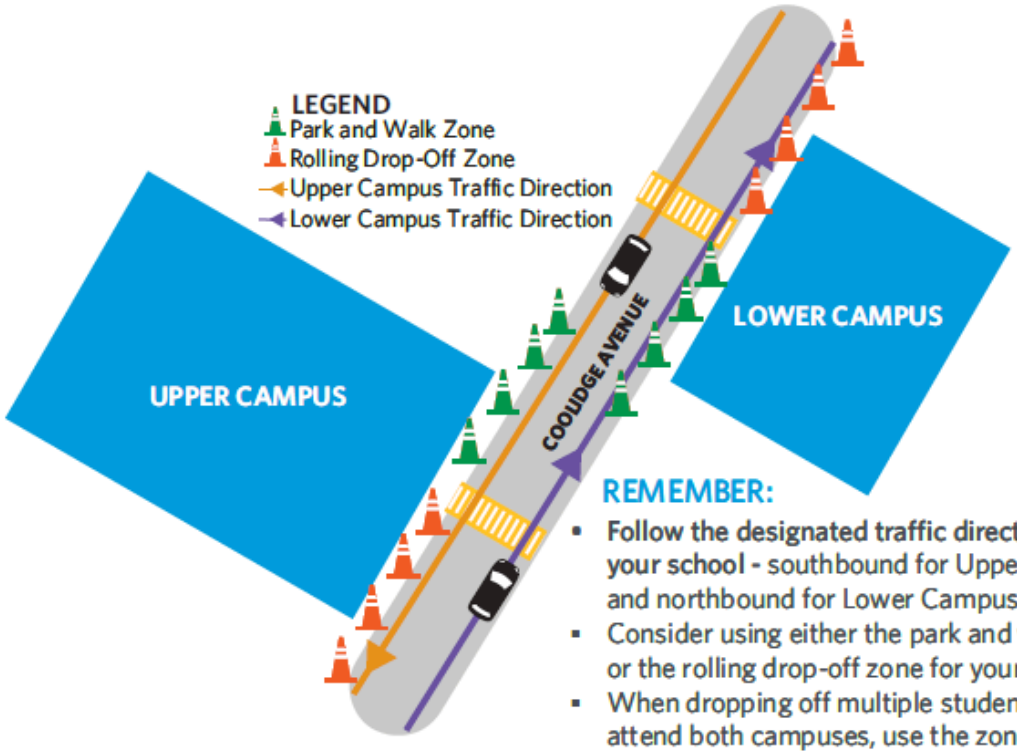
Park and Walk Procedures: Morning Drop-Off

1. Drivers may use the Park and Walk Procedures when the AM Drop-Off Zone is not operating.
2. If your child is late to school for any reason, please use the Park and Walk Procedures to escort them into the office and ensure they are checked into the care of the school staff.
3. Drivers may carefully park in the parking lot located on 34th Avenue or in any legal and available parking space surrounding campus.
4. When parking, please avoid blocking the driveways of our neighbors at ALL times.
5. Students in all grades must be accompanied by an adult or designated person to and from campus.
6. When crossing streets, students and parents are to use designated crosswalks at all times.
7. When pulling away from a parking spot, drivers are advised to check mirrors and blind spots prior to moving their vehicle. Drivers should proceed with extra caution, maintaining a slow speed. Drivers may not make u-turns within a 3-block radius of the campus.

Traffic Pattern Maps

Follow the **FRANCOPHONE CHARTER SCHOOL OF OAKLAND**

Traffic Pattern



REMEMBER:

- **Follow the designated traffic direction for your school -** southbound for Upper Campus and northbound for Lower Campus.
- Consider using either the park and walk zone or the rolling drop-off zone for your school.
- When dropping off multiple students who attend both campuses, use the zones on either side of Coolidge Avenue.

USING THE PARK AND WALK AND THE ROLLING DROP-OFF ZONES:

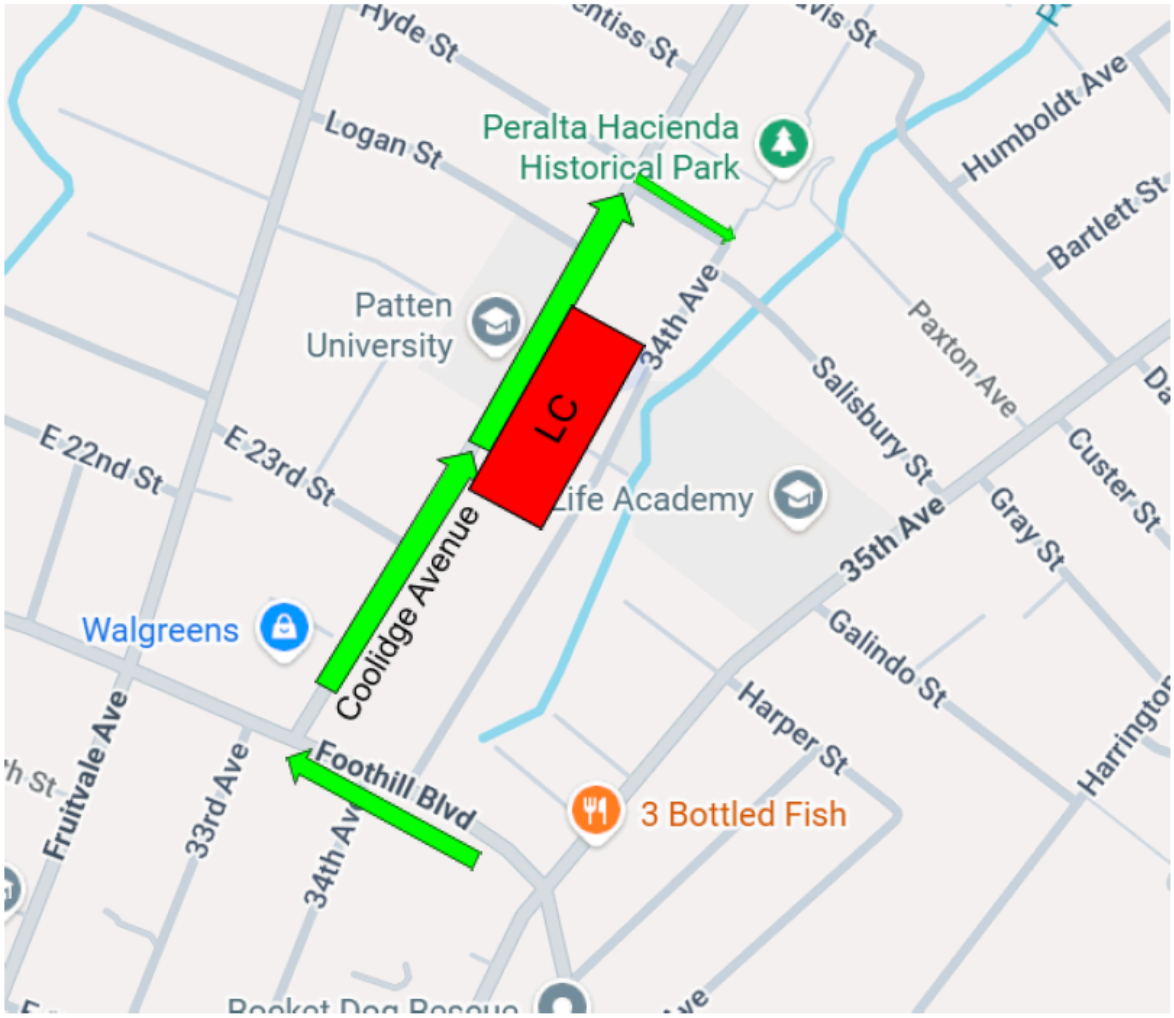
- Drivers arriving before 8:00 am & after 8:30 am must park & walk with their student to school.
- Rolling drop-off is open and available to families between 8:00 am – 8:30 am.
- When using both zones, pull as far forward as you can in the parking lane
- When using the park and walk zone, wait in your car for your student to exit on the **passenger side ONLY**
- When using the park and walk zone, park the car and walk with students to enter the school
- Be alert for pedestrians when entering and exiting the park and walk and rolling drop-off zones



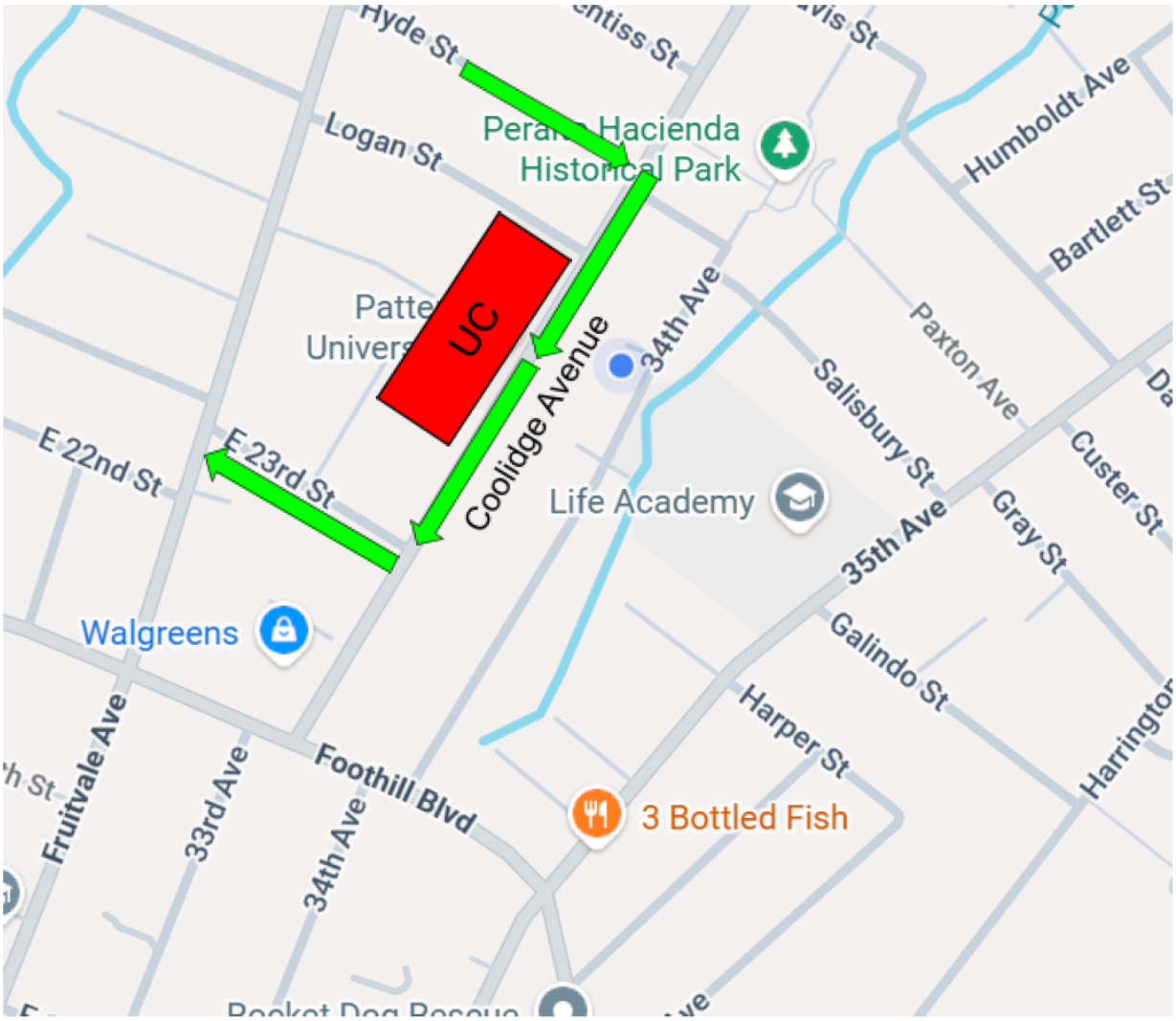
Safe Routes Schools | ALAMEDA County Transportation Commission | METROPOLITAN TRANSPORTATION COMMISSION

The Alameda County Safe Routes to Schools Program is a program of the Alameda County Transportation Commission (alamedactc.org) and is funded with Alameda County's local Measure BB sales tax, and regional, state, and federal funds.

Traffic Pattern Large Map - Lower Campus
Francophone Charter School of Oakland



Traffic Pattern Large Map - Upper Campus
Francophone Charter School of Oakland



End of School Day: Student Release Procedures for Parents, Guardians, and Designated Adults

1. The student dismissal period at FCSO is from 2:35 through 2:45.

2. All Francophone students must have a current Dismissal Information Form from parents on file in the office that designates each students' end of day release plan including who the student may be released to. Please note that single day special arrangements may be made by contacting the office. More permanent changes to these plans should be made in writing to the office.

3. Teachers will retain end of day release information for each student on a clipboard and will keep daily records of student dismissal and release.

4. During the dismissal period, teachers will walk students to the their designated line spot on the yard where:

   a. Students will be released only to parents/guardians or other authorized adults

   b. Students attending after school programming will be released to the afterschool meeting spot.

   c. Students who are transported by third party service providers (zoom, JCC, Trackers, etc) will be released to a designated meeting spot where they will be supervised by a Francophone staff member until pick-up (see additional procedures below)

5. In order to ensure a safe and orderly pick up period, students must remain within 10 feet of their a parent/guardian or other authorized adults at all times and should make every effort to promptly exit campus

6. Site directors and teachers will be occupied monitoring safety procedures during pick up and drop off, and will be unavailable in informal or formal conferencing during this time. Families are encouraged to make appointments or use open office hours outside.

7. Students who have not been released by the end of the dismissal period will be in the waiting area in the After School Program and parents will be charged $10 per day with a 15 minute grace period.

End of School Day Student Release Procedures for Third Party Drivers & Services

1. During the dismissal period, students who are transported by third party service

providers (zoom, JCC, Trackers, etc) will be released by their teacher to a designated meeting spot where they will be supervised by a Francophone staff member until pick-up

2. Third party transportation services are to enter the Francophone campus and report directly to the third party pick-up location

3. Third party transportation services must present Francophone staff with proper credentials (identification, work orders, etc.) prior to students being released to them

4. Each day, third party transportation services will sign out each student they transport

5. Third party pick-up services must pick up students within the designated dismissal period

6. Students who have not been released by the end of the dismissal period will be accepted into the waiting room in the After School program and parents will be invoiced $10/hr with a 15 minute grace period.

Transportation Policies and Procedures

Because Francophone Charter School provides transportation to or from Francophone school activities, the following transportation safety plan contains procedures for Francophone personnel to follow to ensure the safe transportation of students.

A copy of this Plan will be kept at the Francophone school campuses (East and West Campus) and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Francophone policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the Francophone Discipline Policy.

Definitions

1. “School bus” is any motor vehicle designed, used, or maintained for the transportation of a Francophone pupil at or below the grade 8 level to or from the Francophone school sites or to and from Francophone activities.

2. “School activity bus” is any motor vehicle, other than a school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Francophone and carrier to transport Francophone pupils at or below the grade 8 level to or from a Francophone school activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

Determining Whether a Student Requires an Escort

If a student's home address is located on the opposite side of the street from the actual bus stop, then Francophone and California Vehicle Code 22112(d) requires the student to be physically escorted by the bus driver across that street and under the bus driver's direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Francophone requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Kindergarten through Eighth Grade Pupils Regarding Boarding and Exiting the Bus

Francophone has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Francophone is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the

bus. 7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.

4. Students will unload in an orderly manner using the handrails.

5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by his/her parent/guardian and endorsed by the Francophone Site DIrector.

6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.

7. Students should always use crosswalks and controlled intersections when available, and should not cross in the middle of the block.

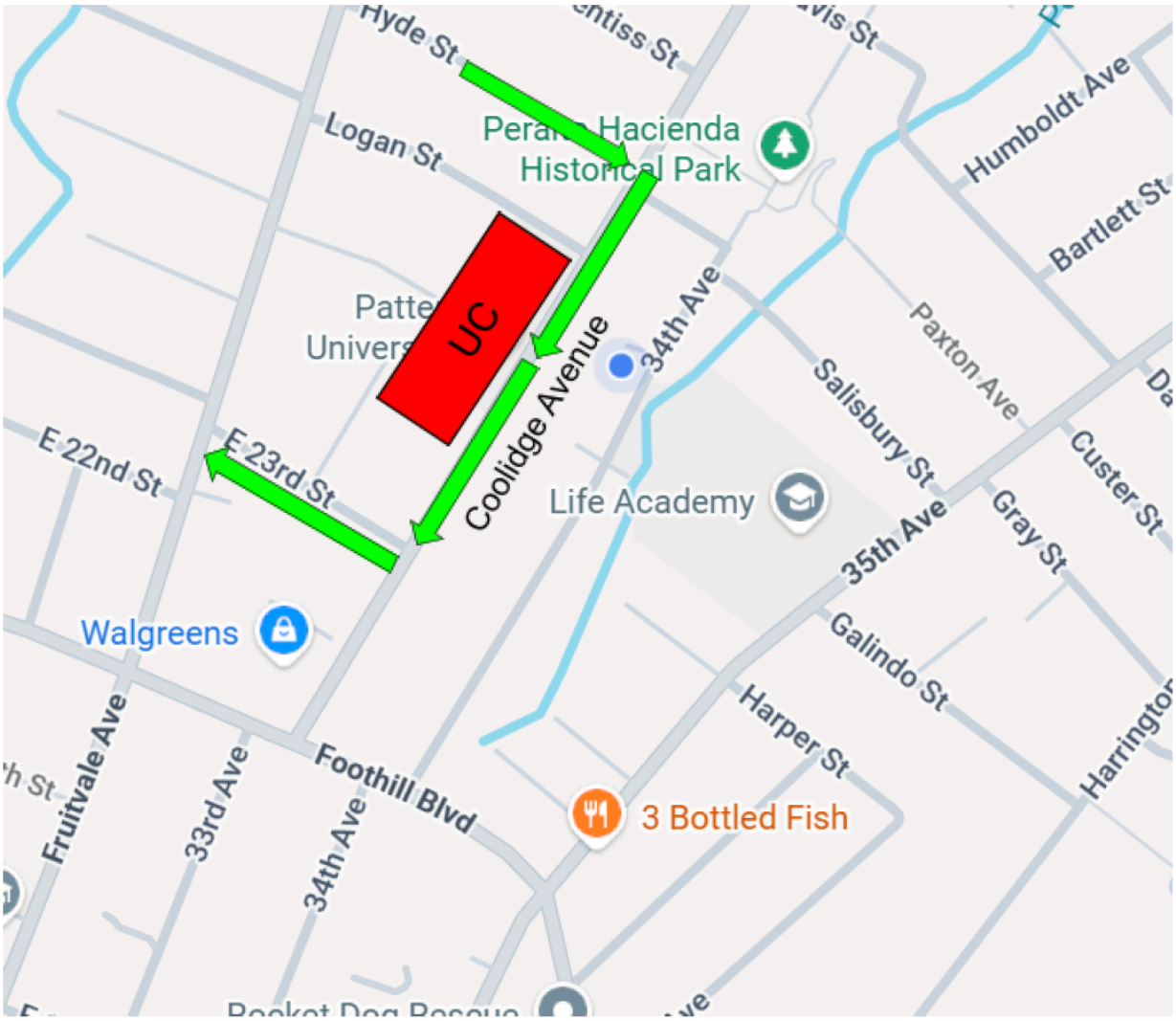
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at the Francophone School Site or Other School Activity Location
Francophone has created the following procedures to govern the safe entry and exit of all students at the Francophone school site or other school activity location.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.

Traffic Pattern Large Map - Upper Campus
Francophone Charter School of Oakland



Safe and Orderly Environment/Disciplinary Procedures (Ed. Code § 32282(a)(2)(H) & (I))

FCSO maintains a safe and orderly learning environment by, among other things, enforcing its rules and procedures on student discipline as set forth in this safety plan and in the Student Handbook.

FCSO students are required to adhere to the Student Code of Conduct, which is included in the Student Handbook.

Restriction on High-Intensity Active Shooter Drills (Ed. Code § 32282(a)(2)(K))

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

(1) Code-Red/Lockdown drills shall not be "high-intensity" drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
(2) The drill shall not use real weapons, gunfire blanks, or explosions.
(3) The drill shall be designed pursuant to a trauma-informed approach, meaning:
    a. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
    b. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
    c. It shall offer the opportunity for parents/guardians to opt their students out of participation;
    d. An announcement of the drill shall be given before and after the drill;
    e. A notice shall be given to parents/guardians after the drill has concluded; and
    f. The school shall provide contact information for community-based resources to parents/guardians, pupils, and staff who are negatively impacted by the drills.

Reporting of Dangerous, Violent, or Unlawful Activities (Ed. Code § 32282(a)(2)(L))

FCSO takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of its extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or

school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Executive Director.

A report can be sent by a legible written note, by email, or by telephone. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

FCSO shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Life Threatening Medical Emergency Procedures (Ed. Code § 32282(a)(2)(M))

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or designee.
2. Dial 911 or direct someone to do so, provide the following information:
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. Whenever 911 is called, an incident report must be created within 24 hrs.

Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))

Pursuant to SB 98 (2025), Francophone Charter School of Oakland shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- **Immigration enforcement**: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence**: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, **as soon as possible and without unnecessary delay**, direct the issuance of notifications to:

a. All parents/guardians
b. All pupils
c. All teachers, administrators, and school personnel

Notifications shall be sent using Parent Square and posting on the Website. Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

(4) Confirmation that immigration enforcement is occurring on or near campus
(5) Assurance that the school is monitoring the situation and prioritizing student safety
(6) Reminder that every child has the right to attend school regardless of immigration status
(7) Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

URGENT: Immigration Enforcement Presence on Campus

Dear Parents/Guardians, Students, and Staff:

This is an important update from Francophone Charter School of Oakland. We have confirmed the presence of federal immigration enforcement agents on or near our campus.

Our school remains open and focused on student safety and learning. No immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant. We are monitoring the situation closely.

Please remain calm. If you have concerns, contact the front office or our family resource center.

Every child has the right to a free public education regardless of immigration status.

Thank you,
[Principal Name]

Follow-Up Notification
As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an "all-clear" notification shall be sent using the same methods.

Response to Apparent Opioid Overdose (Ed. Code § 32282(a)(2)(O))

STEP 1: Evaluate for Signs of Overdose.

a. All employees will be trained to recognize the following signs of an opioid overdose:
    - Unconsciousness or inability to awaken;
    - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
    - Fingernails or lips turning blue/purple.
b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
    - Calling the person's name;
    - Then, vigorously grind knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from

someone trained and comfortable administering a naloxone product.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

a. If a person does not respond within 2-3 minutes after administering a dose of naloxone, administer a second dose of naloxone.
b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

d. Rescue breathing for adults involves the following steps:
    - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
    - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
    - Place your mouth over the person's mouth to make a seal and give two slow breaths.
    - Watch for the person's chest (but not the stomach) to rise.
    - Follow up with one breath every 5 seconds.

e. Chest compressions for adults involve the following steps:
    - Place the person on his or her back.
    - Press hard and fast on the center of the chest.
    - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
DO administer naloxone and utilize a second dose if no response to the first dose.
DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
DO stay with the person and keep them warm.
DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.
NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

4915-5111-5650, v. 1

Instructional Continuity Plan
For Site-Based Schools

Board Adopted: August 27, 2026

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INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Francophone Charter School of Oakland ("FCSO" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to a qualifying emergency or a natural disaster pursuant to California Education Code 41422 and 43692(a), and it materially reduces the Charter School's average daily attendance ("Emergency Event").

The Instructional Continuity Plan ("ICP") states how FCSO will:

1. Establish communication with students and families not later than five (5) calendar days of an Emergency Event that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten (10) instructional days after an Emergency Event disrupts in-person education.

DEFINITIONS

"Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.

"In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.

"Two-way communication" may include phone calls, email, or instant messaging through Parent Square Portal.

"Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an Emergency Event, the Charter School's primary mode of communication shall be through Parent Square Portal. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to Parent Square Portal, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, through our Student Information System, Pathways regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification

FCSO shall engage students and families as soon as practicable following an Emergency Event that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an Emergency Event. This communication shall:

- Notify students and families that in-person instruction will be disrupted as a result of the emergency or natural disaster;

- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;

- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;

- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;

- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available.

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the Emergency Event, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to FCSO's Independent Study Policy and procedures; and

- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows: Collecting them at each school site.
  - o If the online portal is not accessible due to unforeseen disruptions, students and families will be provided in print and sent by regular mail if available, to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or

  - o If an Emergency Event disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case

[1] When a student is temporarily reassigned to another LEA outside of the school district in which the student's parent(s) or guardian resides, then, notwithstanding any other law, that student shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the student pursuant to this ICP.

basis and communicated to each impacted family.

Communication

FCSO's communication platform is PARENT SQUARE and all communications regarding an Emergency Event will be posted on this platform, which is accessible to all students, parents/guardians, and FCSO employees.

A WEEKLY BULLETIN will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through regular email to the classroom teachers;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. Weekly Bulletin/message);
- The Charter School's website and PARENT SQUARE will:
  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the Emergency Event is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume. through the Charter School's PARENT SQUARE, and when in-person instruction will resume.
- If the Emergency Event has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every WEEK AND EVERYDAY WHEN NECESSARY.

TECHNOLOGY

FCSO annually surveys its families to determine which students will need a laptop computer and an internet hotspot during a school closure. With this information, the Charter School has purchased and stockpiled extra devices for distribution and to replace damaged or destroyed equipment.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an Emergency Event that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade-level standards that is substantially equivalent to in-person instruction.

Assessments

Teachers will use the following assessment tools to check for student understanding: classroom participation, completed assignments and adapted curriculum assessments.
The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: grade level meetings and Student Support Team.

Each student and their parent/guardian will receive confidential results of the above assessments through School Pathways.

Academic Support

Students demonstrating the need for additional support will be contacted by the Special Education Teacher to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services, or support.

Teachers will maintain virtual office hours to provide students or a student's parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of students who are not performing at grade level, or who need support in other areas, such as English Learners, students in foster care or students who are experiencing homelessness, and/or students requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the student's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education ("FAPE") in the least restrictive environment. The Charter School complies with Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a FAPE to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Director of Special Education will oversee the implementation of each student's IEP within the

remote learning environment. All inquiries related to a student's IEP should be directed to Minda Glynn, Director of Student Support at mglynn@francophoneschool.org

The Section 504 Director of Student Services will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Section 504 Coordinator at mglynn@francophoneschool.org.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of ELs through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, differentiated instruction to meet each student's unique needs.

The School Principal will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to Christophe Viret, School Principal, at cviret@francophoneschool.org

Foster Students and Students Experiencing Homelessness

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison at kchai@francophoneschool.org or the school principal at cviret@francophoneschool.org, for additional support. You may also reach out to the Director of Student Support Minda Glynn at mglynn@francophoneschool.org or the School Counselor at mabaldwin@francophoneschool.org for more support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

FCSO recognizes that when an Emergency Event occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School:

The school counselor will provide 1-1 and small group support online to students who need it. The school counselor will provide the FCSO Wellness Resource for students and families to access online support for mindfulness, resilience, and coping strategies.

Available in the Community:

- La Clinica de la Raza provides support with health/ wellness/ mental health/ education/ vision/ dental. Contact La Clinica https://laclinica.org/ 510-535-4000
- Regional Center of the East Bay provides support with Advocacy, Respite, ABA, Education for children and caregivers with developmental disabilities. Regional Center of the East Bay https://rceb.org/ (510) 618-6122 (intake number).
- A Better Way provides Mental and Behavioral Health, family support and advocacy for families with Medi-Cal (Medi-Cal required). https://www.abetterwayinc.net/behavioral-health (510) 601-0203

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the Charter School, meals will be provided in a designated area on site at each school. We will also seek partnership with OUSD to support their efforts and collaborate together for the wellbeing of all our Oakland students.

Alternative Sources of Electricity & Internet

If power and internet are lost in only a minority of areas, the Charter School will contract with technology providers to provide mobile electricity and internet access to reduce interruptions to student learning in affected areas.

After School Care

If after-school care is interrupted, the Charter School will provide online PE lessons and recreation activities and clubs so that students are engaged in different ways besides academics.

PROFESSIONAL LEARNING

At the beginning of each school year, and upon hire, FCSO will provide teachers with regular training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development,

assessing students, supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Staff are available to cover those affected by the Emergency Event
- Kitchen is up and running for meals
- School lunches available for pickup if service available